





Chapter Planning Guide























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Key to Ability Levels

BL Below Level	AL Above Level
OL On Level	ELL English Language Learners

Key to Teaching Resources

 Print Material	 DVD
 CD-ROM	 Transparency

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Chapter Assess
BL	OL	AL	ELL							
					FOCUS					
BL	OL	AL	ELL		Daily Focus Skills Transparencies		14-1	14-2	14-3	
					TEACH					
BL	OL		ELL		Reading Essentials and Note-Taking Guide*		p. 132	p. 135	p. 138	
BL	OL		ELL		Reading Skills Activity, URB		p. 7	p. 7		
BL	OL	AL	ELL		Speaking and Listening Skills Activity, URB				p. 9	
	OL	AL			Primary Source Reading, URB				p. 15	
BL	OL	AL	ELL		Content Vocabulary Activity, URB*	p. 67	p. 67	p. 67	p. 67	
BL	OL	AL	ELL		Academic Vocabulary Activity, URB	p. 69	p. 69	p. 69	p. 69	
	OL				Biography Activity, URB			p. 71		
BL	OL	AL	ELL		Writing Skills Activity, URB			p. 73		
	OL	AL			Critical Thinking Skills Activity, URB			p. 75		
BL	OL	AL	ELL		Chart, Graph, and Map Skills Activity, URB				p. 77	
BL	OL	AL	ELL		Differentiated Instruction, URB			p. 79		
BL	OL	AL	ELL		School-to-Home Connection Activity, URB*	p. 81	p. 81	p. 81	p. 81	
BL	OL		ELL		Guided Reading Activities, URB*		p. 85	p. 86	p. 87	
BL	OL	AL	ELL		Writer's Guidebook	✓	✓	✓	✓	✓
	OL	AL			Primary Source Document Library CD-ROM	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Vocabulary PuzzleMaker CD-ROM	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Daily Lecture & Discussion Notes (in Pres. Plus)		✓	✓	✓	✓
BL	OL	AL	ELL		StudentWorks™ Plus DVD		✓	✓	✓	✓
BL	OL	AL	ELL		Section Video Program		✓	✓	✓	
BL	OL	AL	ELL		TIME Interpreting Political Cartoons Transp.			Ch. 14		
BL	OL	AL	ELL		Writing Process Transparencies	✓	✓	✓	✓	✓

Note: Please refer to the *Unit Resource Book: State and Local Government* for this chapter's URB materials.

* Also available in Spanish



- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Chapter Assess
BL	OL	AL	ELL							
					TEACH <i>(continued)</i>					
Teacher Resources					Building Academic Vocabulary	✓	✓	✓	✓	✓
					Strategies for Success	✓	✓	✓	✓	✓
					Teacher's Guide to Differentiated Instruction	✓	✓	✓	✓	✓
					Graph Tool CD-ROM	✓	✓	✓	✓	✓
					Presentation Plus! DVD	✓	✓	✓	✓	✓
					ASSESS					
BL	OL	AL	ELL		Quizzes and Tests*		p. 163	p. 164	p. 165	p. 166
BL	OL	AL	ELL		Authentic Assessment with Rubrics			p. 18		
BL	OL	AL	ELL		Standardized Test Practice		p. 27	p. 27	p. 27	p. 27
BL	OL	AL	ELL		ExamView® Assessment Suite CD-ROM		14–1	14–2	14–3	14–4
BL	OL	AL	ELL		Interactive Tutor Self-Assessment CD-ROM	✓	✓	✓	✓	✓
					CLOSE					
BL			ELL		Reteaching Activity, URB*		p. 83	p. 83	p. 83	
BL	OL		ELL		Reading and Study Skills Foldables™ Activity	p. 76	p. 77		p. 77	
BL	OL	AL	ELL		Civics Today in Graphic Novel	p. 77	p. 77			
BL	OL	AL	ELL		Graphic Organizer Transparencies & Strategies	✓	✓	✓	✓	✓

Using the Primary Source Library

Searching by Topic, Author, or Title

Technology Product

Glencoe's *American History Primary Source Document Library* CD-ROMs have more than 200 primary source documents. These documents provide new sources of knowledge to encourage students to think critically about history and historical concepts. The *American History Primary Source Document Library* allows you to

- perform a search based on key words, author names, or titles of documents;
- choose documents from the results listed to read and/or listen to;
- utilize **Teaching Strategies, Questions/Answers,** and **Blackline Masters** resources in conjunction with the primary source document to maximize student learning.

Steps

- Choose the **Search** button from the Main Menu to search the **Primary Source Document Library**.
- Click on **Search** icon in the Adobe toolbar. Enter key words related to the document you would like to locate. Review the list of Primary Source Document Library resources that meet the Search criteria, which will be listed in a sidebar "Results" window.
- Make a selection from the list of documents located. An **audio clip** icon in the margin indicates documents that include audio.
- Review **Document Overview** and **Guided Reading Questions** at the top of each document.
- Click on the **User's Guide and Teaching Strategies** button. Select **To the Teacher** and **Teaching Strategies** to access teaching suggestions and procedures.
- Select **Questions/Activities** and **Blackline Masters** to access applicable worksheets and organizers.

Civics ONLINE

	Student	Teacher	Parent
Beyond the Textbook	•	•	•
Chapter Overviews	•	•	•
Concepts in Motion	•		•
ePuzzles and Games	•		•
Glencoe Teaching Today		•	
Literature Connections		•	
Multi-Language Glossaries	•		•
Online Student Edition	•	•	•
Section Videos	•	•	•
Self-Check Quizzes	•		•
Student Web Activities	•		•
Study Central™	•		•
TIME Current Events	•		•
Vocabulary eFlashcards	•		•
Web Activity Lesson Plans		•	

Glencoe Media Center

glencoe.com

> Study-to-Go

- Vocabulary eFlashcards
- Self-Check Quizzes

> Audio/Video

- Student Edition Audio
- Spanish Summaries

Reading List Generator CD-ROM

GLENCOE BOOKLINK 3

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Leveled reading suggestions for this chapter:

For students at a Grade 7 reading level:

- *Sojourner Truth: Ain't I a Woman?* by Patricia C. McKissack and Fredrick McKissack

For students at a Grade 8 reading level:

- *The Race to Save the Lord God Bird*, by Phillip Hoose

For students at a Grade 9 reading level:

- *Arc of Justice: A Saga of Race, Civil Rights, and Murder in the Jazz Age*, by Kevin Boyle

For students at a Grade 10 reading level:

- *Andrew Young: Man with a Mission*, by James Haskins

For students at a Grade 11 reading level:

- *The Blue Whale*, by George L. Small

READING SUPPORT FROM JAMESTOWN EDUCATION

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.
- **Content Vocabulary Workout** (Grades 6–8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe's Middle School Social Studies texts. www.jamestowneducation.com

KEY Teacher Wraparound

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

R **Reading Strategies** activities help you teach reading skills and vocabulary.

C **Critical Thinking** strategies help students apply and extend what they have learned.

D **Differentiated Instruction** activities provide instruction for students learning to speak English, along with suggestions for teaching various types of learners.

S **Skill Practice** strategies help students practice historical analysis and geography skills.

W **Writing Support** activities provide writing opportunities to help students comprehend the text.

Teaching strategies and activities have been coded for ability level appropriateness.

AL Activities for students working above grade level

OL Activities for students working on grade level

BL Activities for students working below grade level

ELL Activities for English Language Learners

Focus

Why It Matters

Ask: Which critical policy issue is the most important in your community? (Answers may include any of the four topics: education, crime prevention, social programs for the needy, or environmental issues. Ask students to explain their answers.)

More About the Photo

Visual Literacy Marching bands are the pride of many communities and schools. They usually consist of brass, woodwind, and percussion instruments and incorporate rhythmic movements into their performances. Ask students to describe their experiences with school and community marching bands. **Ask:** How do marching bands add to school and community celebrations? (Answers may include the idea that bands offer a chance for self-expression, provide pleasure for audiences, and produce pride in school or community.)

Teach

BIG Ideas

As you begin teaching each section, use these questions and activities to help students focus on the Big Ideas.

Section 1

How a Community Handles Issues **Ask:** How can ordinary citizens influence their community government? (by voting for leaders who support their views, by lobbying or communicating with commu-

Dealing With Community Issues



Why It Matters

Communities across America face a variety of public policy issues every day. Among the most critical are those involving education; crime prevention; social programs to help poor, elderly, sick, and disabled citizens; and environmental issues.

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nity leaders, by running for office themselves, or by serving on local governmental committees) Point out that in Section 1 students will learn how public policy is formed on the community level and how citizens can influence policy. **OL**

Section 2

Education and Social Issues **Ask:** How can members of a community fight crime? (by voting for specific laws, by forming neighborhood watch groups, by supporting law enforcement, and so forth) How can community members determine whether or not

BIG Ideas

Section 1: How a Community Handles Issues

A democratic society requires the active participation of its citizens. When dealing with public policy, a community and its leaders must consider many factors in making their plans.

Section 2: Education and Social Issues

A democratic society requires the active participation of its citizens. Solving educational and social problems, including crime, requires the input of all members of a community.

Section 3: Environmental Issues

Scarcity requires individuals and groups to make choices about using goods and services to satisfy their wants. Many environmental problems that communities face stem from overuse and misuse of natural resources.

FOLDABLESTM Study Organizer

Dinah Zike's Foldables

Purpose This Foldable helps the student compare the different issues faced by communities. The completed Foldable will be used to take notes on these issues as students read each section. **OL**

More Foldables activities for this chapter can be found in the *Dinah Zike's Reading and Study Skills Foldables* ancillary.

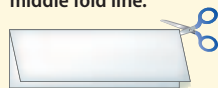
Civics ONLINE

Introduce students to chapter content and key terms by having them access the **Chapter Overview** at glencoe.com.

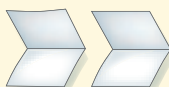
FOLDABLESTM Study Organizer

Comparing Foldable Make the following Foldable to help you compare the different educational, social, and environmental issues faced by communities.

Step 1 Fold a sheet of paper in half from top to bottom. Cut the paper in half across the middle fold line.



Step 2 Fold the two papers in half from top to bottom.



Step 3 Tape the edges of pieces together as shown (overlapping the edges slightly) to make an accordion-like paper line. Label each chapter section as shown.



Reading and Writing

As you read the chapter, make notes on the back of each corresponding section about the issues faced by communities. Compare the details for each issue to identify common problems.

public schools are doing their job? (by looking at test scores; by speaking to students, teachers, and administrators; and by joining the parent-teacher association or serving on the school board) Tell students that in Section 2 they will learn about issues in current public school education, issues in social program policies, and ways in which citizens of communities can help fight crime. **OL**

Section 3

Environmental Issues Ask: **What types of environmental problems might any community face?** (Answers may include pollution of air, land, and water; excessive noise or garbage; lack of open spaces; and so forth.)

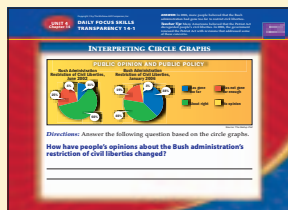
Explain that in Section 3 students will learn about current environmental problems and how local governments, businesses, and individuals deal with them. **OL**

Focus



Bellringer

Daily Focus Transparency 14-1



Guide to Reading Answers to Graphic:



Section Spotlight Video

To learn more about how a community handles issues, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

A democratic society requires the active participation of its citizens.

Content Vocabulary

- policy (p. 397)
- public policy (p. 397)
- planning commission (p. 398)
- short-term plan (p. 398)
- long-term plan (p. 398)
- infrastructure (p. 399)
- priority (p. 399)
- resource (p. 399)
- master plan (p. 399)

Academic Vocabulary

- convince (p. 397)
- professional (p. 398)
- specific (p. 399)

Reading Strategy

Analyzing As you read, list on a web diagram like the one below the people who might serve on a community planning commission.



How a Community Handles Issues

Real World Civics If you disagree with laws, you can change them. Wendy Hamilton lost her sister and nephew in a car accident with a drunk driver more than 20 years ago. Even before that, she lost an 18-year-old cousin who was riding with a friend who had been drinking. Since then, Hamilton has worked to lower the blood alcohol level that indicates drunkenness and to raise the legal drinking age. She has served as president of MADD (Mothers Against Drunk Drivers).

▼ Activist Wendy Hamilton



R Reading Strategies

Teacher Edition

- Inferring, p. 398

Additional Resources

- Read. Skills, URB p. 7
- Cont. Vocab., URB p. 67
- Ac. Vocab., URB p. 69
- Guid. Read., URB p. 85
- Foldables, p. 77

C Critical Thinking

Teacher Edition

- Contrasting, p. 398

Additional Resources

- Quizzes and Tests, p. 163
- Graphic Novel, p. 53

D Differentiated Instruction

Teacher Edition

- English Learners, p. 397

Additional Resources

- School-to-Home Conn., URB p. 81
- Teacher's Guide to Differentiated Instruction, p. 18

W Writing Support

Teacher Edition

- Personal Writing, p. 399

S Skill Practice

Teacher Edition

- Analyzing Visuals, p. 397

Additional Resources

- Daily Focus Trans., 14-1

Public Policy

Main Idea Public policy, or how a community deals with issues, has many sources.

Civics & You Do you disagree with something your community has decided that affects your life? Read to find out how some people worked to change their communities' approaches to problems.

Do you think going to school should make you sick? A group of families in Sugar Hill, Georgia, did not think so. When they found out a new school would be built between two garbage landfills, the families began to study possible health risks. They formed a group called Community Awareness Regarding Education and Safety (CARES).

The organization sets up committees to continue research and contact the media. Although the school did open, the organization **convinced**, or persuaded, the school board to monitor toxic substances in the building. Mindy Clark, a cofounder of CARES, explained, "We're going to fight. We know too much to walk away."

Mindy Clark and CARES worked to change a policy. All organizations, such as schools, businesses, and governments, have **policies**, or sets of rules or guidelines they follow when making decisions and carrying out actions. Most businesses, for example, have policies about hiring, promoting, and firing employees.

What Is Public Policy? **Public policy** is concerned with the decisions and actions of government as it deals with issues and problems that affect the entire community. Public policy may deal with a specific issue; the decision to build or not build a road is an example. Public policy also deals with issues that are wider in scope, such as health care and the environment. A public policy is not necessarily a law. It may not even be written down.



Volunteering Citizens, such as these volunteers in Miami, support many public cleanup programs.

Identifying What issues need volunteer support in your community?

Sources of Public Policy

Where do ideas for public policy originate? They may come from the government. Political parties, interest groups, or the media may suggest them. Another important source of policy ideas, especially at the local level, is private citizens.

Often a single person can have a great impact on government policies. In 1980, after a drunk driver killed her 13-year-old daughter, Cari, a California woman named Candy Lightner launched a campaign to change government policy toward drunk driving. Lightner explained, "I promised myself on the day of Cari's death that I would fight to make this needless homicide count for something positive in the years ahead." She founded Mothers Against Drunk Driving (MADD), which soon became a nationwide organization. Lightner helped MADD bring about the passage of more than 1,000 tough new laws against drunk driving.

Reading Check **Contrasting** What is the difference between a law and public policy?

Teach

S Skill Practice

Analyzing Visuals **Ask:** What are these volunteers doing? (picking up litter in their neighborhood) What do you think "Little Haiti Pride" means? (Little Haiti was probably named by people originally from Haiti. They or their descendants live in this neighborhood and want to show pride in it by cleaning it up.) **BL ELL**

D Differentiated Instruction

English Learners **Ask:** Why is it called "public" policy? (The policies are developed by members of the public—government officials, political parties, interest groups, media, and private citizens.) **ELL**

Caption Answer:

Encourage students to provide specific examples of issues that need volunteer help in their community.

Reading Check **Answer:** A law is a rule, usually written, that carries penalties for disobedience. A policy is a set of rules or guidelines for making decisions or taking action. Policies may not be written down or carry penalties for disobedience.

Hands-On Chapter Project Step 1

Influencing Public Policy

Step 1: Choosing and Researching an Issue Each student group will select an issue to research and influence. They will narrow their issue to a single realistic and achievable goal. Each group will create a pamphlet to educate the public and to influence local government to achieve this goal.

Directions Organize the class into groups. Assign or have each group select an issue to research in educational (general community or in-school focus), social (poor, elderly, crime, health), or environmental (pollution, conservation, wildlife) areas. Allow time for each group to choose a specific problem within their issue. Groups should divide into pairs to research aspects of the problem and solutions using Internet and library sources.

Summarizing Have pairs share what they learned about the problem and possible solutions (tried and untried) with their groups. The group will use this information in Section 2 to decide on a goal for its pamphlet. **OL**

(Project continued in Section 2)

R Reading Strategy

Inferring Ask: What do Amelia's actions reveal about her values and character?

(Answers should include that she believes in helping others and that she exhibits determination, organization, and leadership qualities.) **BL**

C Critical Thinking

Contrasting Ask: How are long- and short-term plans different? (Long-term plans are broad guides meant to cover 10, 20, or even 50 years. Short-term plans cover only a few years and are more specific.) **OL**

TIME Teens in Action

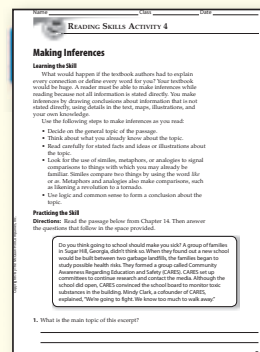
Answer:

In the first year, Amelia collected 3,000 pairs of socks, 1,000 hats, and 450 pairs of mittens.

Civics ONLINE

Objectives and answers to the **Student Web Activity** can be found at glencoe.com under the Web Activity Lesson Plan for this chapter.

Differentiated Instruction



Reading Skills Activity 4, URB pp. 7-8

TIME Teens in Action

Amelia Pennewell



When it comes to helping her community, Amelia Pennewell, 16, of Livermore, California, believes in jumping in feet first.

QUESTION: You started an organization called Amelia's Socks. How did you get started?

ANSWER: When I was nine, I was on my way to my aunt's for Thanksgiving dinner. We drove past people who were lined up outside a building. Some people didn't have socks. My mom explained that they were homeless or hungry, and when the doors opened they would get a hot meal. I wanted to help. I thought I could use my money to buy them some socks to help keep them warm. I asked my teacher, Mr. Menendez, to help. I started Amelia's Socks, which is now a nonprofit organization. People help by donating clothing to the group.

Q: How has it worked out?

A: The first year I collected more than 3,000 pairs of new socks, about 1,000 hats, and 450 pairs of mittens. I have given more than 80,000 pairs of new socks over the past seven years. And I've sent socks to Iraq, Mexico, Afghanistan, and to victims of Hurricane Katrina.

Amelia and her volunteers



ACTION FACT:

Pennewell was a finalist in the Do Something 2005 Brick Awards. When she's not collecting socks and mittens, Pennewell runs track and plays soccer.

Making a Difference

CITIZENSHIP

What was the result of Amelia's efforts in the first year?

Future Plans

Main Idea When ideas for public policy come before a community, leaders must consider many factors.

Civics & You Have you ever had to decide between two things you wanted to do or buy? How did you make your decision? Read to find out how many communities approach this dilemma.

Many who formulate public policy look at what is likely to happen in the future and plan for it now. A growing number of local governments have planning commissions to oversee community growth. A **planning commission** is an advisory group that may include government leaders, businesspeople, local residents, and **professionals**, or skilled people, such as architects and traffic engineers.

Short-Term and Long-Term Plans

Local governments and their planning commissions make both short-term and long-term plans. A **short-term plan** is a policy meant to be carried out over the next few years. For example, granting a builder a permit to construct apartments is a short-term plan.

A **long-term plan** is a broader policy meant to serve as a guide over the next 10, 20, or even 50 years. To make long-term plans, a planning commission makes educated guesses about a community's future needs.

For example, the population of a community is growing, and forecasts show great growth in the future. A situation like this one raises questions for local government. Will heavier traffic overload roads? Should the town build new highways or promote public transportation?

Civics ONLINE

Student Web Activity Visit glencoe.com and complete the Chapter 14 Web Activity.

Making Inferences

Objective: To apply techniques for making inferences

Focus: Review the steps on page 7.

Teach: Discuss prior knowledge of landfills and how students used it to make inferences.

Assess: Assess understanding of the metaphor in the second passage.

Close: Have students write a paragraph about applying the steps to making inferences in the second passage.

Differentiated Instruction Strategies

BL Name two steps that were useful in answering the questions and tell how you used them.

AL Write your opinion of welfare programs. Include a simile, metaphor, or analogy.

ELL Create a simile, metaphor, or analogy to describe poverty.

What other demands will the growing population put on the town's **infrastructure**—its systems of roads, bridges, water, and sewers? How will the town pay for needed improvements?

Evaluating Priorities and Resources

The answers to these questions about planning usually depend on two things—priorities and resources.

Priorities are the goals a community considers most important or most urgent. In setting priorities, a community must decide what it values most. For example, is it more important to have a thriving commerce center or a peaceful place to live? A community must also determine its **specific**, or exact, goals and rank them in order of importance. It may decide, for example, that its top goal is to attract new businesses. Lesser goals may include improving services, preserving open spaces, and upgrading schools.

After a community sets its priorities, it must determine what resources it has and how to use them. **Resources** are the money, people, and materials available to accomplish the community's goals. Suppose, for example, that a community has decided to improve its public transportation system. Is there enough money to build and maintain a new fleet of buses for busy routes?

Creating a Master Plan

After setting priorities and calculating resources, a planning commission makes concrete decisions about the community's future. It usually spells these out in a **master plan**. This plan states a set of goals and explains how the government will carry them out to meet changing needs over time. If the local government accepts the plan, it becomes public policy, and the government is responsible for carrying it out.

Reading Check Explaining What should be considered when deciding on the priorities of a community?

Writing Support

Personal Writing Have students make a list of goals for the coming year and then prioritize them. Tell them to write about how they prioritized their goals. **OL**

Reading Check Answer: Planners should consider the relative importance of the goals in order to prioritize them. Next, they consider the resources—money, people, and materials—available to achieve the goals.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Analyzing a Newspaper Article Have students write a summary of a current newspaper article on how local, state, or federal government is dealing with an issue they consider important. Encourage them to tell why they agree or disagree with the government's policy. **OL**

Section Review 1

Vocabulary

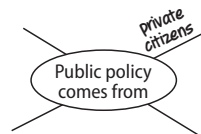
- Define** the following terms and use them in sentences related to public policy: *planning commission, short-term plan, long-term plan, infrastructure, priority, resource, master plan.*

Main Ideas

- Identifying** Provide two examples of public policies that deal with specific issues.
- Explaining** What is the purpose of a master plan?

Critical Thinking

- Discussing** What role does setting priorities play in planning for the future?
- BIG Ideas** In a graphic organizer like the one below, identify four ways that ideas for public policy are initiated.



CITIZENSHIP Activity

- Descriptive Writing** Imagine you are a community leader creating a master plan for a city park. You want to plan for new attractions. You also want to ensure that the park retains its natural beauty. How do you balance the two goals? Describe your plan in a one- to two-page paper.



Study Central™ To review this section, go to glencoe.com.

Answers

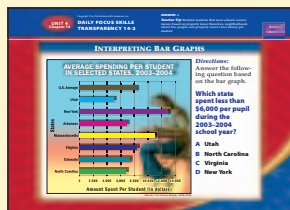
- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Answers will vary but may include policies such as encouraging recycling to deal with environmental problems or preventing traffic accidents through driver education.
- The purpose of a master plan is to state specific goals and to describe how they will be achieved. The public can provide input about the master plan. They can also hold the government accountable for putting the policy into practice.
- Priorities are the goals a community considers most important. Importance is often determined by health or safety reasons or based on the number of people impacted.
- Answers should include any four of the following: government, political parties, interest groups, the media, private citizens.
- Answers should include specific actions to be taken to balance the two goals. For example, new attractions may be given limited space in the park and the balance of the land left in its natural state.

Focus



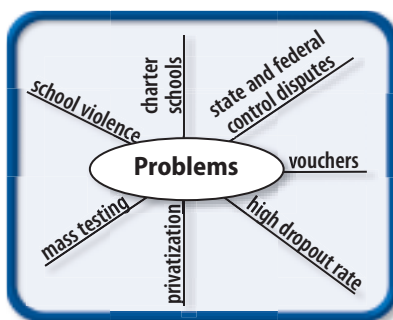
Bellringer

Daily Focus Transparency 14-2



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about education and social issues, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

A democratic society requires the active participation of its citizens.

Content Vocabulary

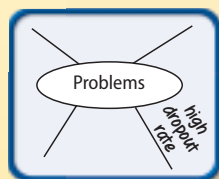
- charter school (p. 402)
- tuition voucher (p. 403)
- community policing (p. 405)
- welfare (p. 406)

Academic Vocabulary

- role (p. 401)
- impose (p. 401)
- ratio (p. 404)

Reading Strategy

Summarizing As you read, on a web diagram like the one below, list four challenges that schools face.



Education and Social Issues

Real World Civics Community issues usually affect all citizens and sometimes include education. The Navajo Nation chose President Joe Shirley and his wife, Vikki Shirley, to guide the largest Native American tribe in the United States. Many issues are on President Shirley's agenda, including alcohol education in the Navajo Nation. Vikki Shirley lost her 29-year-old daughter to a drunk driver. Using her status as a Navajo leader, Vikki Shirley has devoted much of her time to touring other tribes' reservations with her anti-drunk-driving message and encouraging a ban on drinking on the reservations.

▼ Vikki Shirley speaks to Navajo groups



R Reading Strategies	C Critical Thinking	D Differentiated Instruction	W Writing Support	S Skill Practice
Teacher Edition <ul style="list-style-type: none"> • Academic Voc., p. 402 • Inferring, p. 403 Additional Resources <ul style="list-style-type: none"> • Read. Skills, URB, p. 7 • Cont. Vocab., URB p. 67 • Ac. Vocab., URB p. 69 • Guid. Read., URB p. 86 • RENTG, p. 135 	Teacher Edition <ul style="list-style-type: none"> • Drawing Conc., pp. 401, 406 • Det. Cause/Effect., p. 405 Additional Resources <ul style="list-style-type: none"> • Biographies, URB p. 71 • Crit. Think., URB p. 75 • Quizzes and Tests, p. 164 	Teacher Edition <ul style="list-style-type: none"> • Below Grade Level, p. 403 • Gifted and Talented, p. 404 Additional Resources <ul style="list-style-type: none"> • Diff. Instr., URB p. 79 • School-to-Home Conn., URB p. 81 	Teacher Edition <ul style="list-style-type: none"> • Persuasive Writing, pp. 401, 402 • Personal Writing, p. 407 Additional Resources <ul style="list-style-type: none"> • Writing Skills Act., URB p. 73 	Teacher Edition <ul style="list-style-type: none"> • Analyzing Charts and Graphs, p. 402 • Analyzing Charts, p. 407 Additional Resources <ul style="list-style-type: none"> • Daily Focus Trans., 14-2 • Pol. Cartoons Trans. 14

Teach

C Critical Thinking

Drawing Conclusions Ask: Which groups were educated before free public education became available? (The wealthy were educated; the poor were not.) How did free public education change American society? (More of the population became educated.)

W Writing Support

Persuasive Writing Have students write about who they believe should grade public schools for success or failure. They should include reasons for each choice. Encourage students to share their ideas with the class. **OL**

TIME Political Cartoons

Answers:

1. The yellow crane stands for federal budget cuts for higher education. The result is higher tuition costs at colleges and universities.
2. The cost of higher education is out of reach for many students.
3. Ramsey is against increases in college tuition. Answers will vary but may include that his cartoon displays his point of view by showing the reactions of the students.

Differentiated Instruction

Differentiated Instruction Strategies

- BL** Describe how each graph presents similar information in a different way.
- AL** Apply the questions on page 76 to the line graphs on page 405 of the textbook.
- ELL** Identify the parts of the graph and the information they present.

TIME Political Cartoons



—Marshall Ramsey/Copley News Service

Every year, more than half of all Americans do volunteer work. One of the responsibilities of citizenship is to help make the world a better place. Volunteerism is a key part of our society.

Marshall Ramsey, the creator of this cartoon, is making a comment on higher education.

1. What does the yellow crane stand for, and what impact is it having?
2. How is this situation affecting students?
3. Does Ramsey support or oppose increases in college tuition? How do you know?

Public Education

Main Idea Schools today are trying to solve a variety of difficult challenges with innovative solutions.

Civics & You Is your school doing a good job of educating students? How do you know? Read to find out how the federal government is trying to grade schools like yours.

Since the U.S. Constitution does not mention education, public education has always been under the general control of the individual states. In colonial times, some local governments took the lead and began offering free public education to children. The practice spread until it became almost universal after the Civil War. Today about 55 million students attend the nation's public elementary and secondary schools. Some 7 million other students go to private schools.

As public education grew, local school districts raised most of the money for schools and determined how students would be taught. In 1816, Indiana set up the first modern public school system. Today in most states, elementary and secondary education remains a local responsibility under state guidelines. The basic administrative unit for public schools is the local school district.

The federal government, though, plays an important **role**, or function, in education, providing aid to local schools in several forms. Its share of the total funding is less than 10 percent, but it **imposes**, or demands, certain rules on local schools. These rules include prohibiting gender discrimination in school activities and saying how schools must meet the needs of students with disabilities.

The steadily increasing role of the federal government in public education has been a source of controversy. Some critics claim that the federal government is overstepping its constitutional bounds.

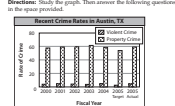
CRITICAL THINKING SKILLS ACTIVITY 14

Analyzing Visual Information

Learning the Skill Analyzing visual information requires the reader to examine tables, diagrams, graphs, maps, or other graphic elements in order to understand the information these visuals present. Graphics that appear within reading material often represent information given in the text. They sometimes provide additional information that is not given in the text.

- Use the following questions to help you analyze visual information.
 - To the graphic, look at the title and determine the topic. Also look for the source of the graph and for a date that shows when it was created or the time period it covers.
 - Read labels and keys to help you understand the kind of information the graphic presents (for example, numerical data, percentages, or spatial information) and how the information is organized (by date, by amount, by location, and so on).
 - Read for individual data points or details shown. Look for patterns and relationships among them.

Practicing the Skill Directions: Study the graph. Then answer the following questions in the space provided.



Critical Thinking Skills Activity 14, URB pp. 75–76

Analyzing Visual Information

- Objective:** To analyze a graph to obtain information
- Focus:** Have students identify the graph's title, topic, key, and labels.
- Teach:** Discuss the crime rate and what each bar represents.
- Assess:** Have pairs answer the questions on page 76. Review answers with class.
- Close:** Compare this graph with the one on page 405 of the textbook. Identify the information and patterns shown.

R Reading Strategy

Academic Vocabulary Ask: **What does it mean when someone is “accountable” for something?** (To be accountable is to be held responsible for something.) **How would you define accountability?** (the willingness or obligation to take responsibility for something) **BL ELL**

S Skill Practice

Analyzing Charts and Graphs Ask: **What might be the other sources of funding for public education as shown on the pie chart?** (Students may mention businesses in the schools and funding from charitable foundations.) **AL**

W Writing Support

Persuasive Writing Have students write a one-page paper explaining to the school board why they should grant or deny permission to a fast food restaurant that wants to open a branch inside the school. **OL**

Analyzing Charts

Answers:

1. state government
2. State funds provide \$4.75 and local funds provide \$4.15 for a total of \$8.90.

Hands-On Chapter Project Step 2

Influencing Public Policy

Step 2: Planning the Pamphlet Student groups will decide on the goals that will be the topic of their pamphlets and what information to include about their goals.

A Landmark Law

In 2001 President George W. Bush signed a landmark education bill known as the “No Child Left Behind Act.” This law authorized \$26.5 billion in federal spending on education, but it also added to the rules that local schools must follow. For example, all students in grades three through eight must take a series of state tests in reading, science, and math. Bush hoped this law would establish a system of new accountability measures for schools that do not perform well. Bush claimed that “[t]he fundamental principle of this bill is that every child can learn. We expect

every child to learn, and you must show us whether or not every child is learning.”

Closing the Gap The biggest education issue facing state governments is how to equally provide high-quality schooling to all students. Currently there is a large spending gap between wealthy and poor school districts. The gap occurs because many districts depend heavily on property taxes to fund the schools, and property values vary greatly from one district to another. A community with a healthy, expanding tax base, for example, has far more to spend per student than a community that has not benefited from the same growth in property tax values.

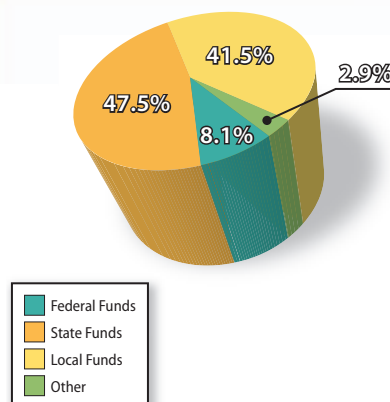
To raise more money, some schools have turned to businesses. The placement of soft drink vending machines in schools is a controversial example of alternative ways to raise money for education.

Challenges to Schools and Teachers

Among the nonfinancial problems facing schools today are low test scores, high dropout rates, and crime and violence on school property. Dealing with dropout rates and violence requires a wide range of remedies, many of which necessarily occur outside the schools. Remedies must take place outside schools because the problems are rooted in broader social problems of poverty, broken families, drug abuse and alcoholism, and crime and violence in the streets.

Charter Schools To combat poor academic performance, more than 30 states now permit the creation of **charter schools**. These schools receive state funding, but they are excused from meeting many public school regulations. Some educators believe that this freedom will encourage charter schools to be more innovative than conventional public schools. Former public school teachers and community groups may establish and run charter schools.

Funding Elementary and Secondary School Education



Source: U.S. Census Bureau, Statistical Abstract of the United States, 2006.

Analyzing Charts

1. **Identifying** Which source contributes the most funds for elementary and secondary education?
2. **Calculating** Out of every 10 dollars of funds for public school, how much comes from local and state sources?

Directions Tell student groups to each decide on one goal about which to educate the public. They will next decide on the information to include in their pamphlets and how to present that information: in text, graphs, charts, and other visuals. You may wish to provide examples of

promotional pamphlets on various issues (for example, health) for students to use as models. Encourage students with computer and art abilities to help others with the design of their pamphlets. **OL**

(Project continued in Section 3)

American Biography

Charlotte Hawkins Brown (1883–1961)

The life of **Charlotte Hawkins Brown** from her birth in Henderson, North Carolina, until her death, was centered on education and helping others. The granddaughter of slaves, Brown and her family moved to Massachusetts, where she attended Massachusetts public schools in Cambridge and the State Normal School in Salem.



In 1900, Charlotte Brown met Alice Freeman Palmer, the president of Wellesley College, who became her lifelong trusted friend and adviser. Palmer provided funds for Brown's education to become a teacher. In 1901 Charlotte Brown, just 18 years old,

began her teaching career in a missionary school, the Bethany Institute, in Sedalia, North Carolina. When the mission school closed because of a lack of money, the town's residents asked her to stay and start a new school.

R Brown agreed and opened the Palmer Memorial Institute. Through her efforts, the Palmer Institute became one of the leading academies for African American children in the nation.

Beyond being a pioneer of African American education, Brown was an eloquent spokesperson for equal rights and woman suffrage.

Making a Difference



Charlotte Hawkins Brown made important contributions in many fields. **Comparing What do you think was Brown's most important accomplishment? Explain.**

Pros and Cons Opponents of charter schools argue that they take away funds from public schools and that they are likely to enroll many of the better students, leaving "problem" students behind in the public schools. Supporters of charter schools, however, claim that charter schools simply offer alternatives to public schools, and there seems to be no sign that they are luring away the best students from public schools.

The Voucher Controversy Another educational alternative is for cities and states to give parents **tuition vouchers**—a kind of government money order. Parents can use these vouchers to pay for their children to attend private schools. Only a few places, such as Cleveland (Ohio), Milwaukee (Wisconsin), and the state of Vermont, have experimented with vouchers.

Teachers' unions oppose vouchers because they feel vouchers funnel education funds out of the public school system and into private schools. Other opponents contend that vouchers violate the First Amendment because they can be used to pay tuition at religious schools. The Supreme Court has ruled that it is constitutional to use public money (vouchers) at religious schools as long as the funds are granted directly to the parents or guardians, and are not used to promote the religious mission of the school.

Privatization A more extreme alternative to the traditional management of schools by school boards is for private companies to contract with local districts to run the schools. These corporations promise to improve the quality of education and to do it more cheaply than public school administrations, while making a profit for themselves.

R Reading Strategy

Inferring Have students read the biography of Charlotte Hawkins Brown. **Ask:** *Why do you think the townspeople chose Brown to start a new school? (She had proven to be an excellent teacher.) Why do you think Brown named the school the Palmer Memorial Institute? (to honor the woman who had helped her become a teacher)* **OL**

D Differentiated Instruction

Below Grade Level Have students organize the pros and cons of charter schools, vouchers, and mass testing in a chart with those headings. Encourage them to add their own opinions. **BL**

American Biography

Answer: Student answers will vary, but most should focus on her making Palmer Institute one of the leading academies in the nation for African American children.

Additional Support

Teacher Tip

When grouping students for this project, you may choose to mix all four levels of learners in each group so that below-level students and English-language learners can benefit from working with more competent learners.

Activity: Collaborative Learning

Researching Have students form a collaborative group to research the education budget for their local school district. They will divide up and research the following topics: what items are in the school budget and how much is allocated for each. Have the group create a pie chart for allocations by categories. They should then interview a

school board member and a school administrator for their opinions on budget allocations and suggestions for changes and improvements. Have students present a summary of their findings to the class and lead a discussion on how education funds should be spent. **OL**

D Differentiated Instruction

Gifted and Talented Have students work in pairs to write an opinion about whether or not they think mass testing helps students learn more at school. **AL**

Caption Answer:

Answers may include sports, homework help, trips, art, and social activities.

Reading Check **Answer:** A school voucher is a type of money order for a set amount of money that the government gives to parents to pay for their children to attend private schools.



Community Center “Drums not Drugs” is the theme of this teen performance in Seymour, Connecticut. **Explaining** What teen programs do community centers offer?

The Rise of Mass Testing As mentioned earlier, the 2001 federal education bill requires states to test all students in reading, math, and science, in grades three through eight. Some states also require students to pass competency tests in order to be promoted to the next grade or to receive a high school diploma at the end of the 12th grade.

Competency tests and other forms of mass testing are given to provide certain measures. These tests are used to:

- provide comparative scores for individual students
- indicate a student’s strengths or weaknesses
- assess the effectiveness of teachers, schools, and even entire districts.

D Supporters of competency testing claim that it holds schools and teachers to high levels of accountability, but many teachers’ organizations oppose such testing. They claim that it forces teachers to spend valuable classroom time teaching students how to pass tests instead of how to understand the subjects they are supposed to be learning.

Reading Check **Describing** What is a school voucher?

Crime and Social Programs

Main Idea Battling crime and ending social problems associated with poverty are two of the biggest challenges governments face.

Civics & You Think about how crime affects the community where you live. What do you believe should be done about it?

Federal and state prisons hold more than 2 million inmates. The **ratio**, or percentage, of prisoners per 100,000 population in the United States is among the highest in the world.

Crime and Poverty

Crime rates are usually highest in large cities, where poverty and crime often go hand in hand. For poor people who have struggled with dead-end, minimum-wage jobs, robbery or drug dealing may seem like an easier way to make a living. For others, having a normal job may not seem possible.

Differentiated Instruction

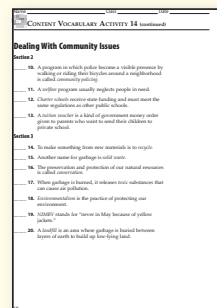
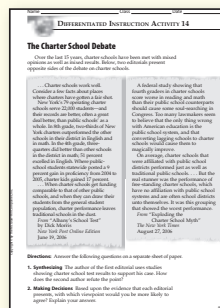
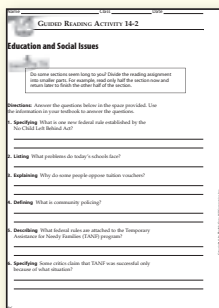
Leveled Activities

BL Guided Reading Activity 14–2, URB p. 86

OL Biography Activity 14, URB pp. 71–72

AL Differentiated Instruction Activity 14, URB pp. 79–80

ELL Content Vocabulary, Activity 14, URB p. 68



Many of the poorest inner-city residents drop out of school early and spend much of their time on the streets. Crime is often the only way of life they know.

police. These agencies' main responsibility is highway safety, but they often play an important role in investigating crimes and capturing suspects.

Police Forces

America's large cities have many more police officers than in all the nation's state, county, and small-town law enforcement units combined. As a result, urban police are the main crime-fighting force in the nation.

Police Functions More than 3,000 county sheriffs and their deputies are the main law enforcement presence in rural areas. In addition, every state has a law enforcement agency known as the highway patrol or state

A major function of police departments is to enforce the law, but most of the daily work of uniformed police officers involves keeping the peace. Peacekeeping activities might include handling neighborhood disputes and providing services, such as directing traffic. Much of the credit for the recent drop in crime is given to the use of **community policing**. Under this program, police become a visible presence in neighborhoods, walking or riding bicycles, and getting to know local residents. The program also works to get residents involved in neighborhood watch efforts.

C Critical Thinking

Determining Cause and Effect Have students discuss why they agree or disagree with the cause-and-effect relationship between poverty and crime presented on pages 404–405. **Ask:** **What other factors might cause violent and nonviolent crimes?** (Answers might include: conflicts between people, stress, addictions, mental illness, greed, and so forth.) **OL**

Analyzing Graphs

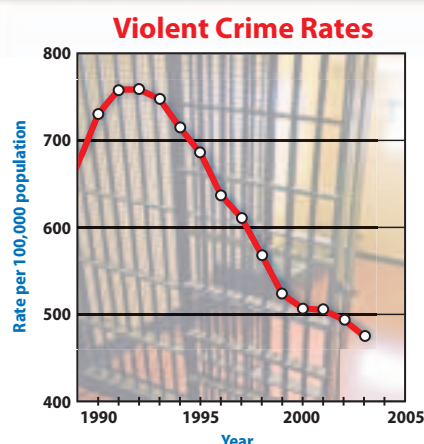
Answers:

- Violent crime rates rose from 1990 to 1992, were level in 1993, and then dropped steadily to the year 2000, when they stayed level. Property crimes rose slightly between 1990 and 1992 and then fell, but less sharply than violent crimes, by 2000. They remained level to 2003. Violent crimes decreased more than property crimes during the same time period.
- The crime rate is the percentage of crimes per population number. If the population drops, the number of crimes may stay the same, but the rate would rise. If the population increases, the number of crimes may stay the same, but the rate would drop.

Additional Support

Crime Rates

Graphs in Motion
See StudentWorks™ Plus or glencoe.com.



Source: Statistical Abstract of the United States, 2006; U.S. Federal Bureau of Investigation, Crime in the United States.

Analyzing Graphs

- Comparing** Compare and describe the crime trends shown in the graphs.
- Analyzing** If the crime rate decreases, does the total number of crimes decrease as well? Why or why not?

Activity: Technology Connection

Summarizing and Analyzing Information Discuss how crime prevention and social welfare programs are evaluated. **Ask:** **How do we judge their success or failure?** Have students work in groups to research a crime prevention or social welfare program on the Internet and in library sources. Each group should read at least three sources on

its selected program to determine how it is being evaluated. The group should then make a chart of the positive and negative results of the program and present a summary of its research to the class in the form of a PowerPoint® presentation. Each presentation should be followed by a short question-and-answer period. **AL**

C Critical Thinking

Drawing Conclusions Explain that the new, reformed welfare program, TANF, has a five-year lifetime limit on receiving welfare benefits. **ASK: What can you conclude about the old welfare program, AFDC?** (It had no time limitations on receipt of benefits.) **BL**

Reading Check **Answer:** Poor families benefit most from welfare programs.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Using their graphic organizers, have students write a one-page summary of the most important information in this section. **OL**

Section 2 Review

Social Programs

Our government tries to help Americans who suffer from ill health, old age, poverty, and physical disabilities with **welfare** programs. Policymakers have long struggled over the problems of reducing poverty and administering government financial aid to the best effect. Critics of welfare claim that it undermines self-respect among the poor and encourages dependency. Defenders of welfare assert that it is the only way many poor families can avoid homelessness and hunger.

Welfare Reform After years of debate, in 1996 Congress created a program called Temporary Assistance for Needy Families (TANF). It ended Aid to Families with Dependent Children, a 60-year-old federal program, and gave more power to the states to set the rules for future welfare eligibility. Under TANF, the federal government gives money to the states to pass on as welfare payments. Each state has considerable authority to decide who is eligible for welfare and how much money each person gets, but

there are some federal rules attached. There is a five-year lifetime limit on receiving welfare, and states are required to develop job-training programs for the poor to help them leave the welfare rolls.

The number of people on welfare dropped tremendously following passage of TANF. In 1995 about 14.2 million people received welfare benefits. By 2001 there were slightly fewer than 5.4 million recipients. In 11 states, welfare caseloads dropped by more than 60 percent.

Some critics of the law claim, however, that its successes result mostly from the booming economy of the late 1990s. The labor shortage of the period made it relatively easy for unemployed welfare recipients to find work. Some observers fear that if the economy were to slump, as it did in 2001, people being forced off the welfare rolls will be helpless—without jobs *and* without the so-called safety net of welfare to at least ensure them food and shelter.

Reading Check Explaining According to defenders of welfare, who benefits most from welfare programs?

Section 2 Review

Vocabulary

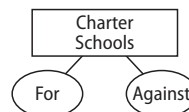
- Define** the following terms and use them in sentences related to public education: *charter school*, *tuition voucher*, *community policing*, *welfare*.

Main Ideas

- Defining** What is the privatization of schools?
- Explaining** Why do some critics believe the voucher program violates the First Amendment?

Critical Thinking

- BIG Idea** Do you think the federal government plays too great a role in education? Explain.
- Making Comparisons** In a chart like the one below, compare the argument for and against charter schools.



CITIZENSHIP Activity

- Expository Writing** What is the most significant social issue facing your community? In a one-page paper, discuss how you would address the issue.



Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Privatization is the takeover of the management of a public school by a business for the purpose of improving education at a profit for the business.
- Some critics believe that the voucher system violates the First Amendment (separation of government from the influence of religion) when vouchers are used to send

children to religious schools. Vouchers are paid with taxpayer money.

- Some students may agree and argue that public education should be locally controlled. Others may argue that the federal government sets important standards, protects minorities, and attempts to give all students an equal education.
- Arguments for charter schools:** They may be more innovative and successful than local public schools.

Arguments against charter schools: They may take the best students from the public schools. They also take away needed funds from public schools and may not be more successful.

- Papers should present the problem clearly and offer specific suggestions for solving it.



College Costs: Planning Ahead

If you want to go to college, it pays to plan ahead. The cost of tuition, fees, and room and board for a year of undergraduate education ranges from \$12,127 at the average four-year public university to \$29,026 at private universities.

How can I meet the cost of college? A scholarship and other financial aid can help, but most of us still need to save more and spend less. Here are some possibilities to consider:

- W** • **Create a budget and keep to it** Budget the items that are under your control.
- **Work** You can attend school full-time and still work part-time, or work full-time and attend school part-time.
- **Get your degree in less than four years** Completing a bachelor's degree in less than four years is difficult, but it is possible.
- **Save regularly** Set a goal to put a specific amount in a savings account monthly.
- **Federal student aid** If you do not have the resources to pay for college, you may apply for financial aid. Different forms include federal grants, student loans, and college work-study. Check with your school to find out which programs are available.



Average Annual College Costs

Public Institutions	
Tuition and mandatory fees	\$5,491
Room and board	\$6,636
Total College Base Costs	\$12,127
Books and supplies	\$894
Transportation	\$852
Other expenses	\$1,693
Total College Expenses	\$15,566

Source: The College Board, Trends in College Pricing 2005.

Analyzing Economics

Researching Select a college you would like to attend and contact the financial aid office. Through the office, gather information on all types of financial aid available to incoming freshmen students. Report your findings.

Chapter 14 407

Activity: Economics Connection

Researching Have a collaborative group divide the following research topics. The group will contact a local community college and research the cost of full-time (12–18 credits) and half-time (6–9 credits) attendance. Researchers should estimate

the actual cost of attendance by including all the categories on the Average Annual Costs chart. The group will then produce a chart similar to the model and present its findings to the class in a brief oral report. **OL**



Writing Support

Personal Writing Have students write in a journal the expenses that should be part of their personal budgets at the present time. Then have them each estimate their income and plan how to increase it, if necessary, to both meet expenses and to save. Refer them to Chapter 20, “Personal Finance and Economics,” for information.

Skill Practice

Analyzing Charts Discuss the expense categories on the chart. **Ask:** What might “other expenses” include? (Students may list meals at school, clothes, supplies, equipment, and so on.) **OL**

Analyzing Economics

Answer: Student responses will vary, but should include information on their college of choice.

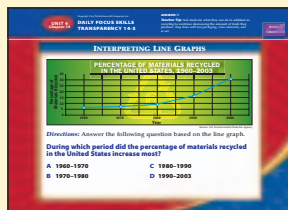
Additional Support

Focus



Bellringer

Daily Focus Transparency 14–3



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about environmental issues, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

Scarcity requires individuals and groups to make choices about using goods and services to satisfy their wants.

Content Vocabulary

- environmentalism (p. 409)
- solid waste (p. 409)
- landfill (p. 409)
- NIMBY (p. 409)
- toxic (p. 409)
- recycle (p. 410)
- conservation (p. 410)

Academic Vocabulary

- authority (p. 409)
- attitude (p. 409)
- federal (p. 411)

Reading Strategy

Identifying As you read, use a diagram like the one below to identify three sources of air and water pollution.



Environmental Issues

Real World Civics Can you breathe easily every morning when you leave your home? Does the air around you look clear? The people living in the San Francisco Bay area face many days that look smoggy and polluted. Much has been done by the county and city to try to limit air pollution for citizens and protect the environment. During the summer, the city and county of San Francisco sponsor “Spare the Air” days. On days when dangerous smog levels exist, bay area residents and companies are urged to refrain from activities that cause pollution, such as burning wood, and are asked to take public transportation.

▼ San Francisco skyline at dawn

R Reading Strategies	C Critical Thinking	D Differentiated Instruction	W Writing Support	S Skill Practice
Teacher Edition <ul style="list-style-type: none"> • Inferring pp. 411, 412 Additional Resources <ul style="list-style-type: none"> • Pri. Source Read., URB p. 17 • Cont. Vocab., URB p. 67 • Ac. Vocab., URB p. 69 • Guid. Read., URB p. 87 • Foldables, p. 77 	Teacher Edition <ul style="list-style-type: none"> • Making Inferences, p. 409 Additional Resources <ul style="list-style-type: none"> • Quizzes and Tests, p. 165 	Teacher Edition <ul style="list-style-type: none"> • Visual/Spatial, p. 410 Additional Resources <ul style="list-style-type: none"> • School-to-Home Conn., URB p. 81 • Reteach. Act., URB p. 83 	Teacher Edition <ul style="list-style-type: none"> • Expository Writing, p. 410 Additional Resources <ul style="list-style-type: none"> • Speak/Listen Skills Act., URB p. 9 	Teacher Edition <ul style="list-style-type: none"> • Analyzing Visuals, p. 411 Additional Resources <ul style="list-style-type: none"> • Chart, Map, and Graph Skills, URB p. 77 • Daily Focus Trans., 14–3

W Writing Support

Expository Writing Have students research how one material (paper, plastic soda bottles, metal cans, and so forth) is recycled into a new item or reused. They should write a one- or two-page report on this topic. **AL**

D Differentiated Instruction

Visual/Spatial Have students find an example of unnecessary packaging of an item in a store and devise a way for the item to be sold with less packaging. Students may create a visual to display their idea. **OL**

Caption Answer:

They may be using tools made from recycled metal and containers made from recycled plastic. They may use wood scraps in the garden as mulch or for plant stakes and fences.

Reading Check **Answer:** They are encouraged to conserve in shopping by using fewer bags, at home by buying energy-efficient appliances and lighting, in their vehicles by conserving fuel, and in their homes by using less water and less fuel.

Hands-On Chapter Project Step 3



Recycling

A second alternative to landfills is **recycling**, which means reusing old materials to make new ones. Most communities across the United States have recycling programs. Many Americans recycle materials such as paper, metal cans, plastic and glass bottles, and plastic bags in their homes, schools, and workplaces.

W Paper is the number one material that we throw away. For every 100 pounds (45 kg) of trash we throw away, about 35 pounds (16 kg) is paper. When paper is recycled, it saves our forests and reduces our air and water pollution. Recycling paper also means lower disposal costs. Unfortunately, not all waste is recyclable. Furthermore, many people do not bother to participate in recycling efforts.

Conservation **Conservation** is the preservation and protection of our natural resources. For example, some stores offer

customers a rebate when they return bags or use their own shopping bags. Businesses are encouraged, and sometimes required by law, to eliminate unnecessary packaging of products.

D Many communities depend on private citizens and local businesses to promote conservation. People can conserve electricity by buying energy-efficient appliances and turning off unnecessary lights. They can conserve oil and natural gas by adjusting thermostats, installing more efficient furnaces, and insulating their homes. Many gas companies also offer competitive fees. Similarly, water use in many communities is being reduced significantly through the efforts of private citizens. As conservation becomes a way of life for more Americans, the nation may come closer to solving its environmental problems.

Reading Check **Explaining** What elements of daily life are people encouraged to conserve?

Motor City Makeover This Detroit, Michigan, family spends time cleaning city park grounds and planting flowers. **Speculating** What recycled products might they be using in their tasks?



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Influencing Public Policy

Step 3: Completing the Pamphlet Collaborative groups of students complete their pamphlets and plan their presentations.

Directions Group members complete their pamphlets and plan presentations on the goals that the pamphlets promote. Their presentations should include an

explanation of the goals and why they chose them and ways in which the pamphlets can help achieve their goals. They might display the pamphlets on an overhead projector or create copies for class and teacher. Each group member should have a specific role in this presentation and be prepared to answer class questions.

OL (Project continued on the Visual Summary page)

Protecting the Air, Water, and Land

Main Idea Sources of pollution include the activities of both industries and individuals.

Civics & You Has a parent or teacher ever reminded you to clean up after yourself? Read to find out how the same good advice applies to communities as well.

Much air, water, and land pollution comes from industrial sources. However, individuals are responsible for pollution as well.

Industrial Pollution

Water pollution comes mainly from factories, which produce all sorts of chemical waste. For generations, some factories pumped this waste directly into rivers and streams. Others buried it, which allowed it to seep into underground water supplies. Factory smokestacks emit many different toxic gases into the air. The EPA has done much to stop industrial pollution of air and water. **Federal**, or national, regulations limit the amounts and kinds of waste that factories may discharge. However, budget limitations keep many of these regulations from being strictly enforced.

Pollution from Individuals

Pollution from factories, nevertheless, is far easier to regulate than pollution from the activities of individuals. In most cities, cars and trucks are the worst air polluters. To reduce the pollution they cause, the federal government mandated the removal of lead from gasoline. It also required the automobile industry to develop more efficient engines and to equip cars with devices to remove pollutants from exhaust gases.

Another important way to reduce urban air pollution is to persuade people to drive less. Many local governments are trying to



Controlling Pollution Constant monitoring of seawater helps scientists trying to ease pollution.

Comparing Whom do you think pollutes more—individuals or industries? Why?

build or improve public transportation systems to get more people to use subways and buses. They encourage drivers to carpool by creating carpool lanes.

A serious threat to *indoor* air quality is smoking. Many cities and counties have passed no-smoking ordinances. Almost all states regulate smoking in public buildings.

Threat of Hazardous Waste

Hazardous waste is a major environmental danger. Perhaps the most serious form is radioactive waste from nuclear power plants. Hazardous waste also includes runoff from pesticides that farmers and gardeners spray on plants and residues from improperly discarded motor oil, auto engine coolant, and batteries. Until 1970, much toxic waste was put in metal containers, which were then encased in concrete and dumped into the ocean.

Reading Strategy

Inferring Ask: How might budget limitations keep environmental regulations from being enforced? (Answers should include that budget limitations may result in too few officials to check that regulations are being obeyed and not enough funds to bring offenders to justice.) **OL**

Skill Practice

Analyzing Visuals Ask: Where is the man in the picture, who is he, and what is he doing? (He is a scientist, near the ocean, collecting seawater and seaweed.) How will the materials he collects from the ocean help him monitor water pollution? (He can analyze the seawater for pollutants and seaweed for how much any pollutants have been absorbed.) **BL ELL**

Caption Answer:

Opinions will vary. Have students support their opinions with facts.

Differentiated Instruction

Chapter 14 411

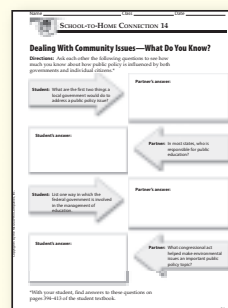
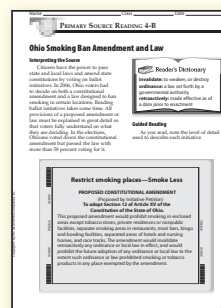
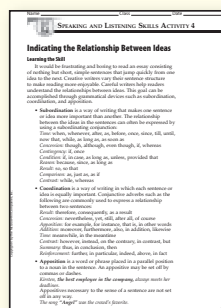
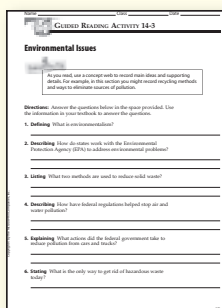
Leveled Activities

BL Guided Reading Activity 14–3, URB p. 87

OL Speaking and Listening, Activity 14, URB pp. 9–12

AL Primary Source Reading 4B, URB pp. 17–18

ELL School to Home Activity 14, URB pp. 81–82



R Reading Strategy

Inferring Ask: Why is hazardous waste no longer disposed of in the ocean? (Answers should include that scientists concluded that the containers have leaked and caused pollution and poisoning of living creatures or that they might do so in the future.) Since there is no safe way to dispose of hazardous waste, what can be done about it? (Answers may include reducing the creation of this waste.) **OL**

Reading Check Answer: Individual citizens formed environmental protection groups such as the Sierra Club, the Audubon Society, and the Wilderness Society.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Summarize how grassroots efforts to protect the environment led to government actions and regulations. **OL**

Section 3 Review

R

Today, land disposal is the only way to dispose of hazardous waste. Disposal facilities are filling up fast. There is currently no completely safe method of disposing of hazardous waste. Sometimes entire communities are affected by a site. The town of Love Canal, New York, had to be abandoned because residents had so many serious health problems as a result of exposure to toxic waste that began in 1978.

A Grassroots Effort

Beginning in the 1960s, citizens formed groups to do something about protecting the environment. The Sierra Club, the Audubon Society, and the Wilderness Society gained prominence. These organizations worked to protect the environment and promote the conservation of natural resources.

Many communities and businesses responded to the efforts of these organizations and started including sustainable development in their planning. City planners tried to reduce urban sprawl and expand green

spaces, builders included energy efficiency in their designs, and the forestry industry started reforestation programs.

Government Actions With the environmental movement gaining support, the federal government took action. The National Environmental Policy Act, which created the Environmental Protection Agency (EPA), was signed into law in 1970. The EPA took on the job of setting and enforcing pollution standards and coordinating antipollution activities with state and local governments.

The Clean Air Act of 1970 established emissions standards for factories and automobiles. In following years, Congress passed two more pieces of important environmental legislation. The Clean Water Act (1972) restricted the discharge of pollutants into the nation's lakes and rivers. The Endangered Species Act (1973) established measures for saving threatened animal species.

Reading Check Identifying What have individual citizens done to protect the environment?

Section 3 Review

Vocabulary

- Define** the following terms and use them in sentences related to environmental problems in American communities: *environmentalism, solid waste, landfill, NIMBY, toxic, recycle, conservation.*

Main Ideas

- Defining** What is environmentalism?
- Explaining** Why is the threat of hazardous waste a serious problem?

Critical Thinking

- Evaluating** Which of the environmental issues discussed do you think is most critical today? Explain.
- BIG Idea** In a graphic organizer like the one below, describe three ways to limit pollution caused by individuals.



CITIZENSHIP Activity

- Expository Writing** Make a list of five ways that you could change your everyday activities to reduce the amount of waste you create.



Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Environmentalism is the effort to protect the environment.
- There is no safe way to dispose of hazardous waste.
- Answers will vary. Students should support their choice with facts from the chapter.
- Answers may include any of the following: reduce garbage by recycling, reuse, and conservation; conserve water and fuel; stop smoking; buy energy-efficient cars and appliances; stop using pesticides on lawns and gardens.
- Students' lists should reflect the actions listed in the answer to question 5.

Public Policy

- Government leaders make public policy, which is a general agreement among leaders about how to deal with particular issues.
- One goal of public policy is to anticipate and prevent problems.
- Governments and planning commissions make both short-term and long-term plans.
- Priorities are the goals a community considers most important or most urgent.
- A master plan spells out decisions about a community's future.

Education

- Elementary and secondary education is a local responsibility under state guidelines.

Even so, the federal government plays an important role in education, providing aid to local schools in several forms.

- Local school leaders face funding issues, low test scores, high dropout rates, and crime and violence on school property.

Crime and Social Issues

- Crime rates are usually highest in large cities, where poverty and crime often go hand in hand.
- Federal, state, and local law enforcement agencies fight crime, although most of the daily work is done by uniformed police officers.



Community volunteers clean up their neighborhood

- Policymakers have long struggled over the problems of how to reduce poverty and to best administer government financial aid.

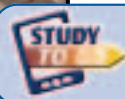
The Environment

- Environmentalism is the concern that our environment must be protected.
- Through the EPA, the government tries to reduce air and water pollution.



Factory wastes cause pollution

North Carolina students work to earn college math credits



Study anywhere, anytime! Download quizzes and flash cards to your PDA from glencoe.com.

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Categorizing and Analyzing Information

Have students research information about how their local community government works. **Ask:** How does local government set public policy? Is there a planning commission? Is there a master plan for the community's future? Then, have the students contribute to a group summary of their findings. Next, students will choose an issue that is or should be addressed by their community's master plan. They will research this issue and create a presentation on the issue that they will share with the class. They might also choose to make the presentation to local community government leaders. **AL**

For additional practice on this skill (Categorizing and Analyzing Information), see the **Skills Handbook**.

Comparing and Contrasting Have students select an issue from this chapter and research how their community is currently dealing with the issue. Encourage students to interview local legislators and other community leaders to find out their opinions on how to best deal with the issue. Students will create a chart or other visual to summarize the different points of view. They will present their summary to the class and lead a discussion on the merits of various solutions to the problem they researched. **OL**

Hands-On Chapter Project Step 4: Wrap-Up

Influencing Public Policy

Step 4: Making a Class Presentation Students will finish the process they started in Step 1.

Directions Each group will make a presentation on its issue to the class. They will dis-

play and/or distribute their pamphlets to class members. They will lead a class discussion on the issue. Ask class members to write an evaluation of the presentation and pamphlet.

Group members will have a final meeting in which they self-evaluate their presenta-

tion and their pamphlet. At this time, they may decide to make changes in the presentation and to revise the pamphlet. To finalize the project, they may decide to give their presentation and to share their pamphlet with a citizen group that advocates for this issue. **OL**

Answers and Analyses

Reviewing Vocabulary

1. D All the other answers involve long-term decisions about the future of a community. This example of a short-term plan is given on page 398.

2. B On page 399, “resources” are defined as money, people, and materials. Also, the clue word “accomplish” should signal that “resources” is the correct answer. The most confusing distractor may be “priorities.” However, the difference between priorities and resources is clearly explained on page 399.

3. C The claim that welfare programs may undermine self-respect among the poor is stated on page 406 under Social Programs. Charter schools and tuition vouchers would probably raise, not lower, self-esteem. Community policing programs, as described, would not affect self-esteem among the poor and would exist in prosperous as well as poor neighborhoods.

4. A Although recycling is the most environmentally friendly way to deal with solid waste that already exists, some students may choose D, “conservation.” Conservationists argue that through reusing rather than recycling materials and that through eliminating unnecessary packaging and the use of materials that will end up as solid waste, less garbage will be produced. Recycling and conservation are discussed on page 410.

Reviewing Main Ideas

5. D This information can be found under Sources of Public Policy on page 397.

6. D This information can be found under Creating a Master Plan on page 399.

7. C On page 403, under Pros and Cons, it is stated that opponents of charter schools argue that these schools take away funds from public schools. Students can easily eliminate choice A, which is never mentioned, and choice B, which is contradicted directly by the claim that charter schools don’t take “problem” students. Choice C, that charter schools pro-

TEST-TAKING TIP

When answering an essay question on a test, set off lists of facts with numbers or bullets.

Reviewing Vocabulary

Directions: Choose the word(s) that best completes the sentence.

- Granting a builder a permit to construct apartments is an example of a _____.
A master plan **C** public policy
B long-term plan **D** short-term plan
- The money, people, and materials available to accomplish a community’s plan are its _____.
A policies **C** priorities
B resources **D** infrastructure
- Critics of _____ claim they undermine self-respect among the poor.
A charter schools **C** welfare programs
B tuition vouchers **D** community policing programs
- _____ is environmentally friendly because it requires reusing solid waste.
A recycling **C** landfills
B incineration **D** conservation

Reviewing Main Ideas

Directions: Choose the best answer for each question.

Section 1 (pp. 396–399)

- Who suggests public policy ideas?
A media
B interest groups
C political parties
D all of the above
- What do members of a planning committee consider when formulating a master plan?
A priorities
B resources
C future needs
D all of the above

Section 2 (pp. 400–406)

- What do opponents of charter schools claim?
A Charter schools have high dropout rates.
B Charter schools only enroll problem students.
C Charter schools take funds from public schools.
D Charter schools produce poor academic performance.
- Which program set a five-year lifetime limit on receiving welfare?
A Drums not Drugs
B No Child Left Behind
C Temporary Assistance to Needy Families
D Aid to Families with Dependent Children

Section 3 (pp. 408–412)

- How can businesses help conserve forests?
A by adjusting thermostats in stores
B by selling energy-efficient furnaces
C by eliminating unnecessary packaging
D by accepting cans and bottles for recycling
- How can cities reduce air pollution?
A by improving public transportation
B by dumping toxic waste in the ocean
C by eliminating runoff from pesticides
D by mandating the use of lead in gasoline

GO ON 

duce poor academic performance, is not supported by evidence in the chapter.

8. C This information is stated on page 406 under the heading Welfare Reform. It states that the five-year limit on receiving welfare is part of the program called Temporary Assistance for Needy Families, which supplanted Aid to Dependent Children in 1996.

9. C Since much packaging is paper, businesses can best conserve forests by limiting packing materials. Choices A and B would

result in less use of fuels such as oil, kerosene, and gas, not wood. Choice D would save metal and glass.

10. A Improving public transportation would lead to less driving in private cars and reduce emissions that pollute the air. Choices B and C have nothing to do with air pollution. Choice D would result in the opposite effect of increasing air pollution from cars. These issues are discussed on page 411.

STANDARDIZED TEST PRACTICE

Document-Based Questions

13. The federal government provides technical and financial assistance to state and local governments to develop and enforce air pollution prevention and to control programs. (article b3)

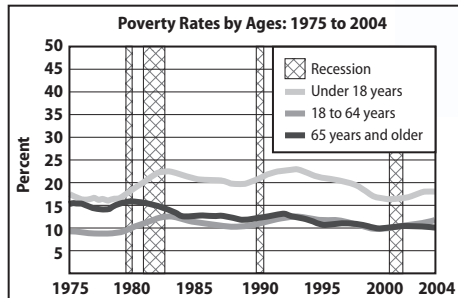
14. The Clean Air Act protects the public health and welfare.

Extended Response

15. Students' essays will vary. Look for supporting details from the chapter. Students should mention the challenges of adequate school budgets and mandates to provide special services for disabled and challenged children.

Critical Thinking

Directions: Base your answers to questions 11 and 12 on the graph below and your knowledge of Chapter 14.



Note: The data points are placed at the midpoints of the respective years.

Source: U.S. Census Bureau, Current Population Survey, 1960 to 2005; Annual Social and Economic Supplements.

- 11.** Which of the following conclusions might you draw based on the graph?
- A The percentage of elderly poor has increased since 1965.
 - B Poverty among working age people has increased since 1975.
 - C Poverty among children has been greatly reduced since 1975.
 - D Recessions have no effect on poverty among children.
- 12.** During which period did poverty increase among children and people between 18 and 65?
- A 1985–1990
 - B 1975–1979
 - C 1996–2000
 - D 2000–2004

Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow.

The following passage is from the Clean Air Act.

(b) The purposes of this title are -

(1) to protect and enhance the quality of the Nation's air resources so as to promote the public health and welfare and the productive capacity of its population;

(2) to initiate and accelerate a national research and development program to achieve the prevention and control of air pollution;

(3) to provide technical and financial assistance to State and local governments in connection with the development and execution of their air pollution prevention and control programs; and

(4) to encourage and assist the development and operation of regional air pollution prevention and control programs.

(c) Pollution Prevention—A primary goal of this Act is to encourage or otherwise promote reasonable Federal, State, and local governmental actions, consistent with the provisions of this Act, for pollution prevention.

—[42 U.S.C. 7401]

- 13.** According to the passage, how does the federal government help state and local governments clean their air?
- 14.** Refer to the first part of the passage. What goal in the preamble to the U.S. Constitution does the Clean Air Act help to achieve?

Extended-Response Question

- 15.** Briefly explain why providing equal education to all students presents a challenge in many states.



For additional test practice, use Self-Check Quizzes—
Chapter 14 on glencoe.com.

STOP

Need Extra Help?

If you missed question...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Go to page...	398	399	406	410	397	399	403	406	410	411	406	406	411	412	401

Chapter 14 415

Critical Thinking

11. B The percentage of working-age people who are poor has increased from 1970 (about 9 percent) to 2004 (11.3 percent). Choice A is incorrect because the graph shows that the percentage of elderly poor has decreased since 1965. Poverty among children has increased since 1970, so choice C is incorrect. There is no information on the effect of recessions included on the chart, so choice D is irrelevant.

12. D Choice A is incorrect because poverty in these groups declined between 1985 and 1990. Choice B is incorrect because poverty in these groups stayed about the same between 1975 and 1979. Choice C is incorrect because poverty went down in those groups between 1996 and 2000.



Have students visit the Web site at glencoe.com to review Chapter 14 and take the **Self-Check Quiz**.

Need Extra Help?

Have students refer to the pages listed if they miss any of the questions.

Analyzing Primary Sources

Focus

R Reading Strategy

Inferring Ask: What values made Bob Anastas create a plan to help students avoid destructive lifestyles? (belief in the value of education; values of self-reliance, motivation, and self-esteem; the values of compassion, helping others, and improving society)

Reading Focus

Recall an individual who made a difference in your life or a group that inspired you. The efforts of Rosa Parks, Rachel Carson, and Bob Anastas spurred action on a large scale.

Read to Discover

As you read, think about the following:

- What encourages individuals to take action?
- What values are important to those individuals who want to improve society?

Reader's Dictionary

moribund: approaching death

Analyzing Primary Sources

Making A Difference

The Founding of SADD

Students Against Destructive Decisions (SADD) is a school-based organization dedicated to preventing behaviors that are harmful to young people.

Bob Anastas was direct with students when telling them why he created Students Against Drunk Driving.

"I lost two of my students to drunk driving four days apart," Anastas said. "After two kids died, I said 'Never again.' It is not a game. There is no instant replay."

That was in 1981 when two Wayland [Mass.] High School students died in separate drunk driving auto accidents. Anastas taught and coached both students. He said he has dedicated himself to spreading the word on the evils of drunk driving ever since. . . .

Anastas founded SADD in 1981. The name changed to Students Against Destructive Decisions in 1997 to broaden the organization's mission.

R The problem at Wayland, Anastas said, was the lack of a plan for young students. He said 28 percent of the school sent students to college while most schools in the area were sending 98 percent.

"The only difference was that my students believed they couldn't get there," Anastas said. "Seventy-five percent of the student population would drink, do drugs, be depressed and not motivated and I said we're going to fight this."

Anastas sent another message to the students. He told them to be in the top 25 percent of students instead of the bottom 75 percent that take the easy way out and find excuses. He said students who are partying and drinking instead of studying are in a bad position.

—Steve Lettau, "SADD Founder Visits Campus"

Additional Reading

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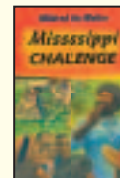
Review suggested books before assigning them.



Elizabeth Cady Stanton: The Right Is Ours, by Harriet Sigerman highlights the life of Stanton, a staunch activist for women's rights and a mother of seven children.



White House Years, by Henry Kissinger expounds on Dr. Henry Kissinger's first four years as President Nixon's adviser on Foreign Policy and as Assistant to the President for National Security Affairs. He recounts his involvement in the 1971 India-Pakistan War and the Jordan Crisis.



Mississippi Challenge by Mildred Pitts Walter tells a history of the Civil Rights movement in the state of Mississippi. Jailings, bombings, economic reprisals—find out what it was like to be a civil rights worker in the 1960s, to sit in at an all-white lunch counter, and to be threatened by guns and dogs.

Challenging Segregation

Rosa Parks was arrested and fined for refusing to give up her seat on a Montgomery, Alabama, bus. Her simple act of protest sparked a new chapter of the civil rights movement.

One evening in early December 1955 I was sitting in the front seat of the colored section of a bus in Montgomery, Alabama. The white people were sitting in the white section. More white people got on, and they filled up all the seats in the white section. When that happened, we black people were supposed to give up our seats to the whites. But I didn't move. The white driver said, "Let me have those front seats." I didn't get up. I was tired of giving in to white people.

"I'm going to have you arrested," the driver said.

"You may do that," I answered.

Two white policemen came. I asked one of them, "Why do you push us around?"

He answered, "I don't know, but the law is the law and you're under arrest."

—Rosa Parks, *Rosa Parks: My Story*



Photographs as Primary Sources After the Supreme Court decision outlawing segregation on city buses, Rosa Parks rides at the front of the bus. Who are the people in the photograph? What are they doing? What is the photographer trying to communicate to the viewer?

The Beginnings of Environmentalism

In the early 1960s, Rachel Carson warned about the dangers of environmental pollution.

There was a strange stillness. The birds, for example—where had they gone? . . . The feeding stations in the backyards were deserted. The few birds seen anywhere were **moribund**; they trembled violently and could not fly. It was a spring without voices. . . only silence lay over the fields and woods and marsh.

—Rachel Carson, *Silent Spring*



Environmentalist Rachel Carson

DBQ Document-Based Questions

Answers:

1. Anastas's experience led him to plan and organize to help students realize their potential.
2. A boycott is an organized effort to refuse to deal with a business and is meant to bring change. The boycott hurt the bus company because most riders were African Americans.
3. Rosa Parks exemplified African Americans who were treated unfairly by segregation. She had the courage to challenge segregation after her refusal to give up her bus seat.
4. Student answers should be backed by facts from the chapter and from prior knowledge.
5. Student opinions should be backed by reasons.

DBQ Document-Based Questions

1. **Explaining** How did Anastas's personal experience lead to action?
2. **Connecting** What is a boycott and what effect did the bus boycott have on Alabama's business community?
3. **Examining** How do you think that Rosa Parks, an individual who was relatively uninvolved in the civil rights movement, could have become such an important figure in that movement?
4. **Analyzing** What environmental problem do you think is the most pressing problem we face today? Explain your response.
5. **Evaluating and Connecting** Think about the actions these individuals took to effect change. What is your opinion of their approaches to instituting political and social change? Give reasons for your opinion.

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Additional Support

Did You Know?

Rachel Carson and *Silent Spring* After World War II, synthetic chemical pesticides were being widely used on farms and gardens, with the approval of agricultural scientists and government agencies. Science writer and trained biologist Rachel Carson became alarmed about the effects of "indiscriminate spraying" of these pesticides. In her groundbreaking book, *Silent Spring* (1962), she challenged these practices and

warned against the long-term effects of misuse of chemical pesticides. The chemical industry and some government officials attacked her. In 1963, she was called to testify before Congress, where she urged new policies to protect human health and the environment. She is credited with changes in government policies and public awareness of dangers to the environment.

Teach

S Skill Practice

Analyzing Visuals Ask: List all the ways that heat enters the house shown in the diagram on these pages. (solar panels, south-facing windows, and ceramic tile and concrete floors) List all the features that cool the house. (attic fan, trees and bushes, and wooden overhang) Have students make a flowchart showing how solar energy is converted into electricity and heats different parts of this house. **BL**

C Critical Thinking

Drawing Conclusions Ask: How might this house produce extra energy to sell back to the utility company? (Answers may include that the solar panels can produce electricity while heating and lighting is turned off in the house, as when occupants are not home. This extra electricity would be sent back to the grid, and the utility company could credit it to the homeowner.) **OL AL**

Additional Support

Background

Solar Power in the Northeast According to current research, solar power can benefit homeowners in the densely populated northeastern states almost as much as it does in places with more sunshine and open spaces. This is due to increases in the efficiency of solar panels, decreases in their

The House of the Future

By harnessing the power of the sun, new designs can save money—and the planet

It sounds like a far-off dream: The home that heats and cools itself for free and actually generates more energy than it consumes, so that the local utility company might even send families a check for supplying power to the community grid. But with commonsense design principles and a little help from the sun, the house of the future can be yours.

Solar energy is the key to the system shown here, which could power a three-bedroom house. The sun's heat is captured in special panels on the home's roof. Pipes carry liquid heated by the solar panels into the house. This heated liquid, a water-alcohol mixture to prevent freezing, is then used to warm the home's air and water.

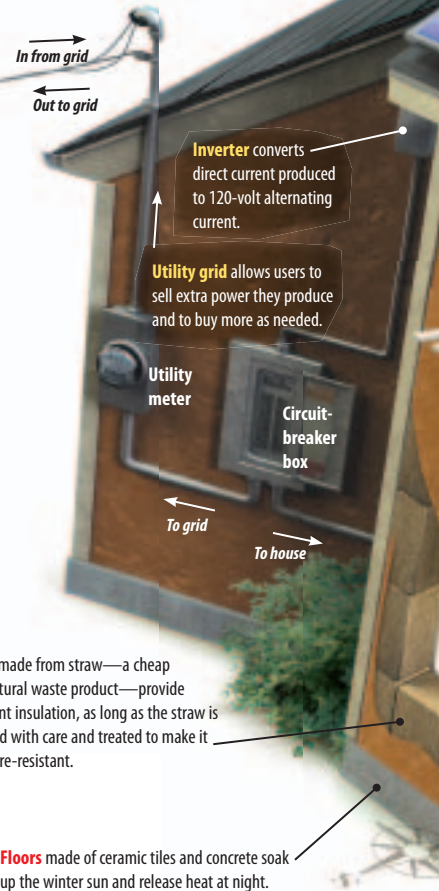
The hefty up-front cost of this system—about \$20,000—is eased by state and federal rebates, and typically pays for itself in 10 years. In the long run, energy-efficient houses like this one would free cash for home improvements and consumer spending, providing a big—and sunny—boost to the economy.

Fast Facts on Solar Power

- All the energy stored in the Earth's reserves of oil, coal, and natural gas is equivalent to the energy from 20 days of sunshine.
- All new homes and apartments in Israel are required to use solar power to heat their water.
- In the U.S., residential and commercial buildings account for one-third of all energy use. Solar power, improved insulation, and more efficient appliances could reduce this demand by up to 80%.

Source: Union of Concerned Scientists

Letter Lefkowitz/Corbis



D Differentiated Instruction

Logical/Mathematical Have students work in pairs to research the state and federal rebates, tax credits, and utility cost savings over a twenty-year period available to homeowners in their region on the installation of a solar system. Assuming that the initial cost is similar to that in the article—\$20,000—have them determine how long it will take for a homeowner to recover the initial expenditure. Students should create posters describing their findings. Display posters around the classroom. **AL**



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Reading Strategy

Read to Write

Selling a Solar House Have students discuss how this solar house will have a positive effect on the environment. List all the features and materials that save energy and

create less pollution. Then, have students work in pairs to create a magazine advertisement for the sale of this solar house. **OL**